



TENNESSEE DEPARTMENT OF

**EDUCATION**

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## Human Services Practicum

<b>Primary Career Cluster:</b>	Human Services
<b>Consultant:</b>	Deborah Thompson, (615)-532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	Family Studies or Nutrition Science and Diet Therapy
<b>Credit:</b>	1
<b>Grade Level:</b>	12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
<b>Programs of Study and Sequence:</b>	This is the fourth and final course in both the <i>Dietetics &amp; Nutrition</i> and <i>Social Health Services</i> programs of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .
<b>Available Student Industry Certifications:</b>	American Association of Family and Consumer Sciences Pre-PAC Family Services or Nutrition
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
<b>Teacher Endorsement(s):</b>	050, 051, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HumanServices.shtml">http://www.tn.gov/education/cte/HumanServices.shtml</a>

### Course Description

*Human Services Practicum* is a capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. The essential knowledge and skills of these courses include communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork.

Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects as well as Tennessee state standards for Psychology and Sociology.

## Program of Study Application

This is the capstone course in the *Dietetics & Nutrition* and *Social Health Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Human Services website at <http://www.tn.gov/education/cte/HumanServices.shtml>.

## Course Standards

### Professionalism, Ethics, and 21st Century Skills

- 1) Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
  - a. Attendance/punctuality
  - b. Professional dress and behavior
  - c. Positive attitude
  - d. Collaboration
  - e. Honesty
  - f. Respect
  - g. Responsibility
  - h. Appropriate technology use(TN CCSS Writing 7)
- 2) Select and research a professional organization in a counseling area of choice. Cite specific textual evidence from the organization and news articles to summarize:
  - a. The mission of the organization
  - b. Benefits of belonging to the organization
  - c. Credentials provided and how they are obtained and maintained
  - d. Journals, newsletters, and other documents and reports it publishes
  - e. Educational opportunities provided
  - f. Conferences held
  - g. Membership costs, levels, student memberships
  - h. Website, contact information(TN CCSS Reading 2; TN CCSS Writing 2, 4, 6)
- 3) Collect Codes of Ethics from various counseling-related professional organizations and examine areas of commonality. Participate in a class discussion on the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics. (TN CCSS Reading 1, 2, 6; TN CCSS Writing 4, 9; TN Psychology; TN Sociology)

### Stress Management

- 4) Describe how stress affects the body and how it impacts relationships. List common stressors and ways to relieve stress and build resilience, citing specific textual evidence from academic and news media. (TN CCSS Reading 2; TN CCSS Writing 2, 4, 6, 7)



- 5) Evaluate personal stress level and ability to cope with stress using the Holmes and Rahe Stress Scale and the Resiliency Center's resiliency quiz (or other appropriate instruments). Identify stressors in your life and create a written plan to address specific stressors, as well as to incorporate one or more general stress relievers into your daily life, justifying recommendations with reasoning and evidence from research. (TN CCSS Writing 1, 7, 8)
- 6) Interview individuals working in a human services occupation (such as counseling, social work, or consumer services) concerning stressors they encounter in their profession. Using evidence compiled from the interviews, participate in a class discussion addressing the stressors associated with counseling fields and how job stress might be reduced or dealt with.

### **Counseling Policies and Practices**

- 7) Analyze authentic case studies of counseling situations and assess in writing the degree to which their proposed resolutions are supported by legal and ethical policies, citing specific textual evidence from codes of ethics, legislation or other appropriate materials.  
(TN CCSS Reading 1, 8; TN CCSS Writing 7, 9; TN Psychology)
- 8) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction. (TN Psychology )
- 9) Work in a team to identify local area public and private agencies, businesses, and other entities that provide counseling services. Conduct phone or face-to-face interviews with a business to find out the specific services offered, fee structure, location(s) and hours, contact information and other information people seeking such services might require. As a class, compile a referral guide to human services in your area. Counseling services might include but are not limited to:
  - a. Family
  - b. Marriage
  - c. Nutrition/Diet
  - d. Career
  - e. Social services
  - f. Grief
  - g. Substance abuse
  - h. Financial(TN CCSS Writing 6, 7)

### **The Counseling Environment**

- 10) Synthesize relevant research to prepare a checklist by which prospective environments could be evaluated to determine suitability for a counseling practice. Draft indicators to evaluate the degree to which the environment inspires client confidence in the services provided. Include but do not limit the checklist to location, proximity to transportation, safety, and functionality of office layout. (TN CCSS Reading 1, 7, 9; TN CCSS Writing 7)



- 11) Gathering principles of effective design from multiple sources, develop standard operating procedures for a counseling services office that include but are not limited to:
- Maintaining patient confidentiality
  - Office safety
  - Emergency procedures
  - Workplace accident and incident reports
- (TN CCSS Reading 7; TN CCSS Writing 2, 4, 6)

### **Practicum\*\***

- 12) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job-shadow, or classroom-based project. Where appropriate, implement activities and use artifacts developed in previous courses.
- 13) Document the practicum using a journal to draw connections between the experience and previous course content by reflecting on:
- Tasks accomplished and activities implemented
  - Positive and negative aspects of the experience
  - Interactions with clients and professionals
  - Personal satisfaction
- (TN CCSS Writing 4, 9)
- 14) Upon conclusion of the practicum, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience. (TN CCSS Writing 4, 6)

### **The following artifacts will reside in the student's portfolio:**

- Professionalism Rubric
- Professional Organization Brochure
- Personal Code of Ethics
- Stress Management
- Counseling Referral Guide
- Counseling Environment Checklist
- Practicum Checklist
- Practicum Journal
- Practicum Presentation

## **Standards Alignment Notes**

\*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 3, 5, and 6 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in



History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).

- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

\*\*Practicum activities can be work-based learning opportunities (such as internships, cooperative education, or job-shadowing) or in-class projects. Work-based learning opportunities must follow policies outlined in the work-based learning guide found online at <http://www.tn.gov/education/cte/wb/doc/WorkBasedLearningPoliciesApril2013.pdf>.

